

**PENGEMBANGAN PROGRAM PEMBELAJARAN SENI TARI JAIPONG
BAGI PESERTA DIDIK TUNARUNGU
DI SLBN WIDI ASIH KABUPATEN PANGANDARAN**

TESIS

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh Gelar Magister
Pendidikan Program Studi Pendidikan Khusus



Oleh :
HOERUNNISA AZZAQIAH
1802697

**PROGRAM STUDI PENDIDIKAN KHUSUS
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2021**

PENGEMBANGAN PROGRAM PEMBELAJARAN SENI TARI JAIPONG BAGI PESERTA DIDIK TUNARUNGU DI SLBN WIDI ASIH KABUPATEN PANGANDARAN

Oleh :
Hoerunnisa Azzaqiah
1802697

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pascasarjana Departemen Pendidikan Khusus

@Hoerunnisa Azzaqiah
Universitas Pendidikan Indonesia
Januari 2021

Hak Cipta Dilindungi Undang-Undang
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak ulang,
Difotocopy, atau cara lainnya tanpa ijin dari penulis

LEMBAR PENGESAHAN

HOERUNNISA AZZAQIAH

**PENGEMBANGAN PROGRAM PEMBELAJARAN SENI TARI JAIPONG
BAGI PESERTA DIDIK TUNARUNGU
DI SLBN WIDI ASIH KABUPATEN PANGANDARAN**

Disetujui dan disahkan oleh:

Pembimbing I



Prof. Dr. H. Cece Rakhmat, M.Pd.
NIP. 19520422 197603 1 004

Pembimbing II



Dr. H. Endang Rochyadi, M.Pd.
NIP. 19560818 198503 1 002

Penguji I



Dr. H. Musjafak Assjari, M.Pd.
NIP. 19550516 198101 1 001

Penguji II



Dr. Endang Rusyani, M.Pd.
NIP. 19570510 198503 1 003

**Mengetahui,
Ketua Program Studi Pendidikan Khusus
Sekolah Pascasarjana
Universitas Pendidikan Indonesia**



Dr. Imas Diana Aprilia, M.Pd.
NIP 19700417 199402 2 001

ABSTRAK

PENGEMBANGAN PROGRAM PEMBELAJARAN SENI TARI JAIPONG BAGI PESERTA DIDIK TUNARUNGU DI SLBN WIDI ASIH KABUPATEN PANGANDARAN

Hoerunnisa Azzaqiah (1802697)

Program pembelajaran merupakan hal penting dalam terlaksananya proses belajar mengajar. Perencanaan program pembelajaran dibuat dengan mengacu pada kebutuhan peserta didik. Begitu juga penelitian ini yang bertujuan memperoleh gambaran kemampuan peserta didik menari jaipong, perencanaan pembelajaran, pelaksanaan pembelajaran dan evaluasi pembelajaran seni tari bagi peserta didik tunarungu di SLBN Widi Asih Pangandaran. Penelitian ini menggunakan pendekatan deskriptif dengan metode kualitatif. Penelitian dilakukan pada SLBN Widi Asih Pangandaran dengan narasumber guru seni tari dan peserta didik tunarungu. Alat yang digunakan untuk memperoleh data pada penelitian ini adalah wawancara dan observasi. Adapun analisis data yang digunakan yaitu triangulasi data. Berdasarkan penelitian, diperoleh hasil bahwa belum memiliki program pembelajaran, baik perencanaan pembelajaran yang tidak diadaptasikan untuk peserta didik tunarungu, pelaksanaan pembelajaran, serta evaluasi yang kurang optimal. Rekomendasi dari hasil penelitian ini yang pertama bagi para guru di sekolah dalam membuat program pembelajaran harus menyesuaikan dengan kemampuan dan kebutuhan peserta didik agar tercapainya tujuan pembelajaran dan kebermanfaatan bagi peserta didik, rekomendasi bagi peneliti selanjutnya agar dapat mengembangkan kembali penelitian tentang pembelajaran seni tari jaipong bagi peserta didik tunarungu.

Keyword: *program pembelajaran, seni tari jaipong, peserta didik tunarungu*

ABSTRACT

DEVELOPMENT OF JAIPONG DANCE LEARNING PROGRAM FOR DEAF STUDENT AT SLBN WIDI ASIH IN PANGANDARAN

Hoerunnisa Azzaqiah (1303976)

Learning programs are important in the implementation of the teaching and learning process. Learning program planning is made with reference to the needs of students. Likewise this research which aims to obtain an overview of the ability of students to jaipong dance, lesson planning, implementation of learning and evaluation of learning jaipong dance for children with hearing impairment at SLBN Widi Asih Pangandaran. This study uses a descriptive approach with qualitative methods. The research was conducted at SLBN Widi Asih Pangandaran with dance teachers and children with visual impairment as sources. The tools used to obtain data in this study were interviews and observations. The data analysis used was data triangulation. Based on the research, it was found that there was no learning program, both lesson planning that were not adapted for children with hearing impairment, learning implementation, and sub-optimal evaluation. Recommendations from the results of this study are the first for teachers in schools in making learning programs that must adapt to the abilities and needs of students in order to achieve learning goals and benefits for students, recommendations for further researchers to be able to re-develop research on learning the art of jaipong dance for children with hearing impairment.

Keywords: *learning program, jaipong dance, children with hearing impairment*

DAFTAR ISI

	Halaman
HALAMAN HAK CIPTA	i
LEMBAR PENGESAHAN	ii
PERNYATAAN	iii
KATA PENGANTAR	iv
UCAPAN TERIMA KASIH	v
ABSTRAK	vii
ABSTRACT	viii
DAFTAR ISI	ix
DAFTAR TABEL	xi
DAFTAR LAMPIRAN	xii
BAB I PENDAHULUAN	1
1.1 Latar Belakang Penelitian	1
1.2 Identifikasi Masalah.....	7
1.3 Batasan Masalah	8
1.4 Pertanyaan Penelitian.....	8
1.5 Tujuan Penelitian	8
1.6 Manfaat Penelitian	9
1.7 Struktur Organisasi Tesis	9
BAB II KAJIAN TEORI	11
2.1 Tunarungu	11
2.2 Seni Tari.....	20
2.3 Pembelajaran Seni Tari untuk Tunarungu.....	28
2.4 Program Pembelajaran	32
BAB III METODE PENELITIAN	42
3.1 Pendekatan Penelitian.....	42

3.2	Desain Penelitian.....	42
3.3	Metode Penelitian.....	44
3.4	Prosedur Penelitian.....	44
3.5	Tempat Penelitian dan Partisipan.....	45
3.6	Teknik Pengumpulan Data	46
3.7	Teknik Analisis Data	50
BAB IV	HASIL PENELITIAN DAN PEMBAHASAN	52
4.1	Hasil Penelitian.....	52
4.2	Pembahasan	69
4.3	Merumuskan dan Validasi Program Pembelajaran Tari	90
4.4	Implementasi Program Pembelajaran Tari Jaipong	93
4.5	Pengamatan Peneliti mengenai Kemampuan Peserta Didik	95
BAB V	SIMPULAN DAN REKOMENDASI	96
A.	Simpulan	96
B.	Rekomendasi	98
DAFTAR PUSTAKA		100
LAMPIRAN-LAMPIRAN		111
RIWAYAT HIDUP		

DAFTAR PUSTAKA

- Ahmad Wasita. (2012). *Seluk-Beluk Tunarungu & Tunawicara*. Yogyakarta: Javalitera.
- Archambeau., & Szymanski, David. (2007). Dance Therapy and the Autistic Child, *Journal of Physical Education and Recreation*, 48(7), 54-55
- Ardiani. Dwi. (2012). *Pelatihan Pembelajaran Praktek Seni Tari untuk Siswa Tunarungu di SLB-B Wiyata Dharma 1 Tempel Sleman*. Yogyakarta: Fakultas Bahasa dan Seni
- Ardjo, D, Irawati. (2014). *Kawit: Teknik Gerak dan Tari Dasar Sunda*. Bandung: Pusbitari Press
- Arfe, Barbara., Et All. (2015). The Contribution of Verbal Working Memory to Deaf Children's Oral and Written Production. *Journal of Deaf Studies and Deaf Education*, 2015, 17(4). 203–214
- Armstrong, Thomas. (2002). *7 Kinds Of Smart: Menemukan dan Meningkatkan Kecerdasan Anda Berdasarkan Teori Multiple Intelligences*. Jakarta: Gramedia Pustaka Utama.
- Armstrong, Thomas. (2003). *Sekolah Sang Juara (Multi Intelegences In The Class Room)*. Penerjemah: Yudi Murtanto. Bandung: Kaifa.
- Astono, S. (2006). *Apresiasi seni (Seni tari dan seni musik)*. Jakarta:Yusdisdirta.
- Aunurrahman. 2009. *Belajar dan Pembelajaran*. Bandung : Alfabeta
- Bailes, N. Chintya. (2002). Mandy: A Critical Look at the Portrayal of a Deaf Character in Children's Literature, *Multicultural Perspectives*, 4(4), 3-9
- Basham, J. Hal., & Davis Robert. (1967). New Teaching Vitality from Lesson Planning, *Improving College and University Teaching*, 15(2), 130-132
- Bauml, Michelle. (2014). Collaborative Lesson Planning as Professional Development for Beginning Primary Teachers, *The New Educator*, 10(3), 182-200,
- Berselli, Marcia., & Lulki. (2017). Theatre and dance with deaf students: researching performance practices in a Brazilian school context, *Research in Drama Education: The Journal of Applied Theatre and Performance*, 22(3), 413-419

- Bond, E. Karen. (2000). "I Feel Like I'm Going to Take Off!": Young People's Experiences of the Superordinary in Dance. *Dance Research Journal* 32(2). 371-400
- Branigan, B. Rosali. (2007). MOVEMENT AND DANCE IN MINISTRY AND WORSHIP^[1]_[SEP]. *Liturgy*, 22 (4): 33–39
- Brash, J.L, Phillipa., & Ballard, D. Keith. (2004). A Behavioural Evaluation of Dance Instruction with Students Who Have Special Needs, *Educational Psychology*, 14(1), 3-22
- Brooks, M. Lynn. (2008). Against vain sports and pastime: The theatre dance in Philadelphia, 1724–90, *Dance Chronicle*, 12(2), 165-195
- Bumanis, Alfred., Et All. (2008). Music and Dance: Tools for Reality Orientation, Activities, *Adaptation & Aging*, 10(1-2), 23-35,
- Bunawan, Lani. (2000). *Penguasaan Bahasa Anak Tunarungu*. Jakarta: Yayasan Santi Rama
- Causton, N. Julie N., Et All. (2008) Teaching pre- service teachers to design inclusive instruction: a lesson planning template, *International Journal of Inclusive Education*, 12:4, 381-399
- Chapman, Medeleine., & Dameyer, Jesper. (2017). The Significance of Deaf Identity for Psychological Well-Being. *Journal of Deaf Studies and Deaf Education*, 2017, 187–194
- Charrow, R. Vedda., & Wilbur, Ronnie. (2010). The deaf child as a linguistic minority, *Theory Into Practice*, 14:5, 353-359
- Cheng, Sanyin., & Zhang, Fang (2015). Thinking Style Changes Among Deaf, Hard-of- Hearing, and Hearing Students. *Deaf Studies and Deaf Education*, 2015, 16–26
- Cicek, Volkan., & Tok Hidayet. Effective Use of Lesson Plans to Enhance Education in U.S. and Turkish Kindergarten thru 12th Grade Public School System:^[1]_[SEP]A Comparative Study. *International Journal of Teaching and Education*. 2.(2)
- Clark, Cynthia., Et All. (2015) Teacher Candidate Technology Integration: For Student Learning or Instruction?, *Journal of Digital Learning in Teacher Education*, 31:3, 93-106
- Cox, Carole., & Burroughs. (2013). Ethnic Dance in the Elementary School, *Journal of Physical Education and Recreation*, 50:9, 28-30

- Crain, Cindy. (2013). Dance for Special Populations, *Journal of Physical Education, Recreation & Dance*, 53:7, 70-72
- Danyluk, Patricia. (2012) Preparing Student Teachers to Be Educators of Children and Youth: Perspectives of Associate Teachers, *Action in Teacher Education*, 34:5-6, 500-513
- Davis, Allison., Et All. (2019). How preservice teachers use learner knowledge for planning and in-the-moment teaching decisions during guided reading, *Journal of Early Childhood Teacher Education*, 40:2, 138-158
- Debenham, Pat., & Debenham Kathie. (2008). Experiencing the Sacred in Dance Education: Wonder, Compassion, Wisdom, and Wholeness in the Classroom, *Journal of Dance Education*, 8:2, 44-55
- Debenham, Pat., & Debenham, Katie. (2008). Experiencing the Sacred in Dance Education: Wonder, Compassion, Wisdom, and Wholeness in the Classroom, *Journal of Dance Education*, 8:2, 44-55
- Dorovolomo, Jeremy., Et All. (2010). Quality Lesson Planning and Quality Delivery: Do they Relate?. *The International Journal of Learning*. 17(3)
- Ebrahim, Fawzy. (2006). Comparing creative thinking abilities and reasoning ability of deaf and hearing children, *Roeper Review*, 28:3, 140-147
- Elafi, D. Adlane. (2019). The impact of professional development training on teachers' performance in Abu Dhabi Cycle Two and Three schools, *Teacher Development*, 23:3, 366-386
- Ellen, Marry. Et All. (2007). Transforming Universal Design for Learning in Early Childhood Teacher Education from College Classroom to Early Childhood Classroom, *Journal of Early Childhood Teacher Education*, 28:2, 127-139
- Emon Sastrawinata, Mufti Salim, dan Mh. Sugiarto. 1977. *Pendidikan Anak Tunarungu untuk SGPB Tingkat II*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Fattal, F. Laura. (2016). Visual Culture in the Elementary-School Classroom: Moving from Box-Store Commodities to Out-of-the-Box Thinking, *The New Educator*
- Ford, Hayley., & Kent, Sarah. (2013). The Experiences of Bilingualism Within the Deaf and the Hearing World: The Views of d/Deaf Young People, *Deafness & Education International*, 15:1, 29-51

- Fotiadou, Eleni., Et All. (2002). Effect of rhythmic gymnastics on the dynamic balance of children with deafness, *European Journal of Special Needs Education*, 17:3, 301-309
- Friedner, Michele., & Helmreich. (2012). Sound Studies Meets Deaf Studies. *Senses & Society* VOLUME 7, ISSUE 1, 72–86
- Garcia, M. Luis., Et All. (2020). Feeling the vibe: sound, vibration, and affective attunement in electronic dance music scenes, *Ethnomusicology Forum*. 1(3). 216-222
- Gasperetti, Barbara., & Foley, John. (2010). Dance Dance Revolution and EyeToy Kinetic Modifications for Youths with Visual Impairments, *Journal of Physical Education, Recreation & Dance*, 81:4, 15-55
- Gray, Grete. (2013). Spotlight on Dance, *Journal of Health, Physical Education, Recreation*, 41:5, 79-82
- Hadi Y, Sumandiyo, 2007. *Kajian Tari*. Yogyakarta : Pustaka Book Publisher
- Hamdani. (2010). *Strategi Belajar Mengajar*. Bandung: Pustaka Setia
- Hampton, Tarin. (2013). Teaching Dance to Deaf Students: A Case Study in Cape Coast, Ghana, *Journal of Physical Education, Recreation & Dance*, 84:7, 35-40
- Hanna, L. Judith. (2008). A Nonverbal Language for Imagining and Learning: Dance Education in K–12 Curriculum. *Educational Researcher*, Vol. 37, No. 8, pp. 491–506
- Harvey, Peter. (2008). Designing for George Balanchine: Diaries of ballet productions, part one: Brahms-Schoenberg quartet; jewels; *chaconne and Élégie on dance in America* , *Dance Chronicle*, 20:2, 121-172
- Hendricks. (2013). Dance Therapy, *Journal of Physical Education, Recreation & Dance*, 57:6, 72-74,
- Hidayat , R. (2005). Wawasan seni tari. Artikel. (Diterbitkan). Malang: Jurusan
- Hidayat, Robby, 2005, Wawasan Seni Tari Pengetahuan Praktis Bagi Guru Seni Tari, UPPT, UNM.
- Higgard, Mar.yn. (2010). Art psychotherapy with people who are deaf or hearing impaired, *International Journal of Art Therapy: Formerly Inscape*, 11:1, 2-12
- Hintermair, Manfred., Et All. (2017). Preliminary Evidence Assessing Social–Emotional Competences in Deaf and Hard of Hearing Infants and Toddlers

- Using a New Parent Questionnaire. *Journal of Deaf Studies and Deaf Education*, 2017, 143–154
- Hodes, Stuart. (2010). Slow Dance on the Schooling Ground: Dance in Education, Grades K-12, *Design For Arts in Education*, 92:6, 20-33
- Hood, C. Claudia. (2013). The Challenge of Dance Therapy, *Journal of Health, Physical Education, Recreation*, 30:2, 17-72
- Hopkinson, Norma. (2008). A social project for young adults with hearing problems, *The Speech Teacher*, 6:4, 319-324
- Hottendorf, Diane. (2013). Mainstreaming Deaf and Hearing Children in Dance Classes, *Journal of Physical Education, Recreation & Dance*, 60:9, 54-55
- Isarin, Jet., Et All. (2015). A World of Difference. Parental Perspectives on Cochlear Implantation in Deaf Children with Additional Disabilities, *Deafness & Education International*, 17:4, 219-230
- Jarvis, Joy., & Lantaffi, Allesandra. (2013). Deaf People Don't Dance: Challenging Student Teachers' Perspectives of Pupils and Inclusion. *Deafness & Education International*, 8:2, 75-87
- John, D. Peter. (2007). Lesson planning and the student teacher: re-thinking the dominant model, *Journal of Curriculum Studies*, 38:4, 483-498
- Joperd. (2013). ssues, *Journal of Physical Education, Recreation & Dance*, 66:3, 10-13
- Ke, Zheng., Et All. (2019). Teacher participation in school-based professional development in China: does it matter for teacher efficacy and teaching strategies?, *Teachers and Teaching*
- Kenneth., & Hoover, Helene. (2015). Lesson Planning: Key to Effective Teaching, The Clearing House: *A Journal of Educational Strategies, Issues and Ideas*, 42:1, 41-44
- Knowlton, C. Daniel. (2010). The Teaching of History in the Junior High School—Setting the Problem: Lesson Planning and Problem Solving, *Historical Outlook*, 16:3, 114-117
- König, Johannes. (2020): General pedagogical knowledge, pedagogical adaptivity in written lesson plans, and instructional practice among preservice teachers, *Journal of Curriculum Studies*,
- Land, Charlotte., & Rubin, C. Jessica. (2018). Part of the assignment: student–teachers’ planning instruction within/across activity systems, *Teaching Education*

- Leigh, Greg., Et All. (2015). Factors Affecting Psychosocial and Motor Development in 3-Year-Old Children Who Are Deaf or Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 2015, 331–342
- Lloyd, Marcia. (2013). The Handicapped Can Dance Too!, *Journal of Physical Education and Recreation*, 49:5, 52-54
- Luey, S. Helen. (2008). BETWEEN WORLDS, *Social Work in Health Care*, 5:3, 253-265
- Luntley, Michael. (2008). Social science or dialogues of the deaf?, *Inquiry: An Interdisciplinary Journal of Philosophy*, 28:1-4, 123-148
- MacSweeny, Mairead., Et All. (1996). Articles Varieties of Short-Term Memory Coding in Deaf Teenagers. *Journal of Deaf Studies and Deaf Education* 1:4
- Malling, H. Sondra. (2013). Choreography and Performance with Deaf Adults who have Mental Illness: Culturally Affirmative Participatory Research. *Mental Health Care for the Deaf*
- Maria., & Marria Dasar. (2018). The Planning of Teaching in the Context of Lesson Study: Research Findings. *International Education Studies*; Vol. 11, No. 2; 2018
- Masitoh,dkk. (2009). Studi Implementasi Kurikulum Berbasis Kecakapan Hidup (Life Skills) pada Jenjang Sekolah Dasar, Vol.9.No.2 Oktober 2009,Bandung: Jurnal UPI.
- May, Tamara., Et All. (2019). Physical, cognitive, psychological and social effects of dance in children with disabilities: *systematic review and meta- analysis, Disability and Rehabilitation*
- McDaniel, Jenna., Et All. (2018). Comparing Auditory-Only and Audiovisual Word Learning for Children With Hearing Loss. *Journal of Deaf Studies and Deaf Education*, 2018, 382–398
- Miller, M. Elizabeth. (2013). Phonological Awareness: Explicit Instruction for Young Deaf and Hard-of-Hearing Children. *Journal of Deaf Studies and Deaf Education* 18:2. 206-233
- Moos, C. Daniel., & Pitton Debra. (2013). Student teacher challenges: using the cognitive load theory as an explanatory lens, *Teaching Education*, 25:2, 127-141

- Moreman, Shane., & Briones, R. Stephanie. (2018). Deaf Queer world- making: A thick intersectional analysis of the mediated cultural body, *Journal of International and Intercultural Communication*, 11:3, 216-232
- Nalan, Arthur. S. (1998). Catatan Seni. Bandung: STSI Press.
- Nayakkara, C. Suranga., Et All. (2013). Enhancing Musical Experience for the Hearing-Impaired Using Visual and Haptic Displays, *Human-Computer Interaction*, 28:2, 115-160
- Nurwani, 2015. "Seni Dalam Perspektif Ilmu Sosial", Medan: Unimed Press
- Nurwani, 2014. "Bahan Ajar Pengetahuan Seni Tari". Medan : Unimed Press
- O'Reilli, Kaite. (2001). What words look like in the air: The multivocal performance of common ground sign dance theatre, *Contemporary Theatre Review*, 11:3-4, 41-47
- Oho Garha. (1979). Seni Tari III. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Patrick, L. Donald. (2018). Caregiver-Reported Indicators of Communication and Social Functioning for Young Children Who Are Deaf or Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 2018, 200–208
- Penso, Shopia., & Edna Shoham. (2010). Student teachers' reasoning while making pedagogical decisions, *European Journal of Teacher Education*, 26:3, 313-328
- Permanarian Somad dan Tati Hernawati. 1995. Ortopedagogik Anak Tunarungu. Bandung: Departemen Pendidikan dan Kebudayaan.
- Petersen, C. Susan., & Kauffman, A. Karen. (2013). Adaptation Techniques for Modeling Diversity in the Dance Class, *Journal of Physical Education, Recreation & Dance*, 73:7, 16-19
- Powers, Steve. (2011). Learning from Success: High Achieving Deaf Students, *Deafness & Education International*, 13:3, 92-109
- Pozos, Q. David., Et All. (2017). A Case of Specific Language Impairment in a Deaf Signer of American Sign Language. *Journal of Deaf Studies and Deaf Education*, 2017, 204–218
- Quinnlan, M. Margaret., & Bates, Benjamin. (2008). Dances and Discourses of (Dis)Ability: Heather Mills's Embodiment of Disability on Dancing with the Stars , *Text and Performance Quarterly*, 28:1-2, 64-80,

- Reich, M. Lory., & Lavay Barry. (2013). Physical Education and Sport Adaptations for Students Who Are Hard of Hearing, *Journal of Physical Education, Recreation & Dance*, 80:3, 38-49
- Rosala, DKK. (1999). Bunga Rampai Tarian Khas Jawa Barat. Bandung: Humaniora Utama Press.
- Rossberg., & Poole, Gary. (2000). An Intergenerational Creative Dance Program for Children and Frail Older Adults, *Gerontology & Geriatrics Education*, 20:2, 49-68
- Rusliana, Iyus dan Suanda, Toto Amsar. (1977). Pengetahuan Tari. Bandung: Proyek Peningkatan atau Pengembangan ASTI Bandung Sub Proyek Penulisan Buku.
- Rusman. (2010). Model-Model Pembelajaran : Mengembangkan Profesionalisme Guru. Jakarta: Rajawali Pers.
- Salajan, D. Florin. (2016). Improving Teacher Candidates' Lesson Planning Competencies Through Peer Review in a Wiki Environment. *The Teacher Educator*, 51:3, 185-210,
- Samar, J. Vincent., Et All. (1996). Does Deafness Lead to Enhancement of Visual Spatial Cognition in Children? ^[1]_[SEP] Negative Evidence from Deaf Nonsigners. *Journal of Deaf Studies and Deaf Education* 1:2
- Schmais, Claire. (2013). Dance, *Journal of Health, Physical Education, Recreation*, 38:1, 63-64
- Schultz, S. Jesica. (2013). Ensuring the Success of Deaf Students in Inclusive Physical Education. *Journal of Physical Education, Recreation & Dance*, 84:5, 51-56
- Sedyawati, Edi. (1980). Pertumbuhan Seni Pertunjukan. Jakarta: Sinar Harapan.
- Soedarsono. (1977). Tari-Tarian Indonesia I. Jakarta: Proyek Pengembangan
- Sekarningsih Frahma dan Heny Rohayani. (2006). Pendidikan Seni Tari dan Seni dan Desain Fakultas Sastra Universitas Negeri Malang.
- Sesiorina, Septi. (2014). THE ANALYSIS OF TEACHERS' LESSON PLAN IN IMPLEMENTING THEME-BASED INSTRUCTION FOR TEACHING ENGLISH TO YOUNG LEARNERS. *Journal of English and Education* 2014, 2(1), 84-95
- Sherman, Andrea. (2008). A Case Study of Intergenerational Relations Through Dance with Profoundly Deaf Individuals. *Journal of Gerontological Social Work*, 28:1-2, 113-123

- Sias, M. Christina,. Et All. (2016). he best laid plans: Educational innovation in elementary teacher generated integrated STEM lesson plans, *The Journal of Educational Research*. 5(2). 121-138.
- Silver, P. Jessica. Et All. (2011). Born to dance but beat deaf: A new form of congenital amusia. *Neuropsychologia* . 49(1). 961–969
- Slobodzian, Jean. (2011). A cross-cultural study: deaf students in a public mainstream school setting, *International Journal of Inclusive Education*, 15:6, 649-666
- Soedarsono. (1980). Tari-tarian Indonesia I. Jakarta: Proyek Pengembangan Media Kebudayaan Departemen Pendidikan dan Kebudayaan.
- Soedarsono. (1986). Pengetahuan dan Komposisi Tari. Jakarta: Direktorat Kesenian Proyek Pengembangan Kesenian Jakarta Departemen Pendidikan dan Kebudayaan.
- Soedarsono. (1992). Pengantar Apresiasi Seni. Yogyakarta: Balai Pustaka
- Stender, Anita,. Et All. (2017). Transformation of topic-specific professional knowledge into personal pedagogical content knowledge through lesson planning. *International Journal of Science Education*. 5(7). 12-29.
- Stienstra, Debora,. Et All. (2007). A Three-Way Dance: The Global Public Good and Accessibility in Information Technologies, *The Information Society: An International Journal*, 23:3, 149-158
- Suparno. 2001. Buku Pegangan Kuliah Pendidikan Anak Tunarungu (Pendekatan Orthodidaktik). Yogyakarta: Universitas Negeri Yogyakarta.
- Sutherland, Allan., & Padden, Tessa. (2013). Videoconferencing for Deaf people: a case study of on-line education for Deaf people, *Deafness & Education International*, 1:2, 114-120
- Swanwick, Ruth. (2017). Translanguaging, learning and teaching in deaf education, *International Journal of Multilingualism*, 14:3, 233-249
- Tabor, C. Daniel. (2007). Lord of the dance, *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 20:3, 35-38
- Tam, F. Angela. (2013). Pre-service teachers' beliefs about the switch of medium-of-instruction and their influence on lesson planning and teaching practice. *Asia Pacific Journal of Education*, 33:4, 476-492
- Tandi, Huber. (2012). *Pengembangan Pembelajaran Seni Tari dan Drama pada PRODI PGSD Universitas Tadulako*. Jurnal DIKDAS. 1(1).

- Theoharist, T. Juliie. (2008). Teaching pre-service teachers to design inclusive instruction: a lesson planning template. *International Journal of Inclusive Education* Vol. 12, No. 4. 381–399
- Tin Suharmini. 2009. Psikologi Anak Berkebutuhan Khusus. Yogyakarta: Kanwa Publisher.
- Trevharten, Colwyn., & Maloch. (2000). The Dance of Wellbeing: Defining the Musical Therapeutic Effect, *Nordisk Tidsskrift for Musikkterapi*, 9:2, 3-17
- Vimal, Akhila. (2017). Prosthetic rasa: dance on wheels and challenged kinesthetics, *Research in Drama Education: The Journal of Applied Theatre and Performance*, 22:3, 325-331
- Walker, M. Linda. (2014). Dance Till Your Heart's Desired, *Performance Research: A Journal of the Performing Arts*, 8:4, 115-125
- Wheatley, F. Karl. (2008). Two approaches to teaching transformational lesson planning. *Journal of Early Childhood Teacher Education*, 23:4, 327-332
- Widagdhho, Djoko. (2001). *Ilmu Budaya Dasar Mengajar Tari untuk Anak Berkebutuhan*. Jakarta: Bumi Aksara
- Yetti, Elindra. (2013). *Pengaruh Model Pembelajaran dan Kemampuan Gerak dan Tari Terhadap Kecerdasan Emosional Anak Usia Dini*. *Jurnal Seni dan Budaya Panggung*. 22(2), 213- 224.
- Widaryanto, F.X. (2009). Koreografi Bahan Ajar. Bandung: Jurusan Tari STSI
- William, P. Melissa. (2017). Life in the Neither World: Identity Work as Relational Negotiation of Authenticity and Stigma. *Management for Biculturally Deaf Individuals Living between Worlds*. 17(6). 1118-1126
- Williams, Drid. (2015). The Body, Dance and Cultural Theory, *Visual Anthropology: Published in cooperation with the Commission on Visual Anthropology*, 18:5, 465-476
- Wisher, R. Peter. (2015). Dance and the Deaf. *Journal of Health, Physical Education, Recreation*, 40:3, 81-84
- Withaker, Robert., & Presswood, T. Tania. (2017). School Psychological Evaluation Reports for Deaf and Hard of Hearing Children: Best Practices, *Journal of Social Work in Disability & Rehabilitation*
- Wooten, J. Bettie. (2013). Spotlight on the Dance, *Journal of Health, Physical Education, Recreation*, 30:8, 68-69

- Xie, H. Yu., Et All. (2014). Children Who Are Deaf or Hard of Hearing in Inclusive Educational Settings: A Literature Review on Interactions With Peers. *Journal of Deaf Studies and Deaf Education* 19:4. 423-435
- Yellin, M. Liora. (2017). Gertrud Kraus's Imaginative Acts at the Intersection of Dance and the Visual Arts, *Dance Chronicle*, 40:3, 310-334
- Zait, Z. Anat., & Dotan, Andi. (2017). Everyday Stressors in Deaf and Hard of Hearing Adolescents: The Role of Coping and Pragmatics. *Journal of Deaf Studies and Deaf Education*, 2017, 257–268
- Zangori, Laura,. Et All. (2017). Using the Practice of Modeling to Support Preservice Teachers' Reflection on the Process of Teaching and Learning. *Journal of Science Education*. 28,(7). 590–608